Helping the Noncompliant Child for children with disruptive behavior
Children's Mental Health: Disruptive Behavior
Benefit-cost estimates updated December 2019. Literature review updated June 2018.

Current estimates replace old estimates. Numbers will change over time as a result of model inputs and monetization methods.

The WSIPP benefit-cost analysis examines, on an apples-to-apples basis, the monetary value of programs or policies to determine whether the benefits from the program exceed its costs. WSIPP's research approach to identifying evidence-based programs and policies has three main steps. First, we determine "what works" (and what does not work) to improve outcomes using a statistical technique called meta-analysis. Second, we calculate whether the benefits of a program exceed its costs. Third, we estimate the risk of investing in a program by testing the sensitivity of our results. For more detail on our methods, see our Technical Documentation.

Program Description: Helping the Noncompliant Child is a behavioral parent training program for families of children diagnosed with disruptive behavior problems. In this program, a therapist directly observes a parent and child through a one-way mirror and provides in vivo coaching to the parent through a radio earphone. The program is delivered in two phases. The first phase focuses on "differential attention," when parents are taught to describe the child's appropriate behavior to the child rather than giving commands and to give rewards through positive physical attention and verbal praise. In the second phase, parents learn the importance of clear, simple instructions and to provide positive rewards for compliance and negative consequences for noncompliance.

Benefit-Cost Summary Statistics Per Participant

Benefits to:			
Taxpayers	$325	Benefit to cost ratio	$1.35
Participants	$162	Benefits minus costs	$171
Others	$274	Chance the program will produce	
Indirect	($105)	benefits greater than the costs	51 %
Total benefits	$655		
Net program cost	($484)		
Benefits minus cost	$171		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2018). The chance the benefits exceed the costs are derived from a Monte Carlo risk analysis. The details on this, as well as the economic discount rates and other relevant parameters are described in our Technical Documentation.

Detailed Monetary Benefit Estimates Per Participant

Benefits from changes to:[1]	Benefits to:				
	Participants	Taxpayers	Others[2]	Indirect[3]	Total
Crime	$0	$8	$18	$4	$31
Labor market earnings associated with high school graduation	$121	$51	$66	$0	$238
K-12 grade repetition	$0	$1	$0	$1	$2
K-12 special education	$0	$84	$0	$42	$127
Health care associated with disruptive behavior disorder	$53	$187	$193	$94	$526
Costs of higher education	($12)	($8)	($4)	($4)	($28)
Adjustment for deadweight cost of program	$0	$0	$0	($242)	($242)
Totals	$162	$325	$274	($105)	$655

[1]In addition to the outcomes measured in the meta-analysis table, WSIPP measures benefits and costs estimated from other outcomes associated with those reported in the evaluation literature. For example, empirical research demonstrates that high school graduation leads to reduced crime. These associated measures provide a more complete picture of the detailed costs and benefits of the program.

[2]"Others" includes benefits to people other than taxpayers and participants. Depending on the program, it could include reductions in crime victimization, the economic benefits from a more educated workforce, and the benefits from employer-paid health insurance.

[3]"Indirect benefits" includes estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

Detailed Annual Cost Estimates Per Participant

	Annual cost	Year dollars	Summary	
Program costs	$1,389	2015	Present value of net program costs (in 2018 dollars)	($484)
Comparison costs	$868	2010	Cost range (+ or -)	40 %

On average, participants received ten therapeutic hours over ten weeks. Per-participant costs are based on weighted average therapist time, as reported in the included studies. Hourly therapist cost is based on the actuarial estimates of reimbursement for family treatment (Mercer. (2016). Mental health and substance use disorder services data book for the state of Washington). For comparison group costs we use 2010 Washington State DSHS data to estimate the average reimbursement rate for treatment of child/adolescent disruptive behavior disorders.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta-analysis. The cost range reported above reflects potential variation or uncertainty in the cost estimate; more detail can be found in our Technical Documentation.

Detailed Annual Cost Estimates Per Participant
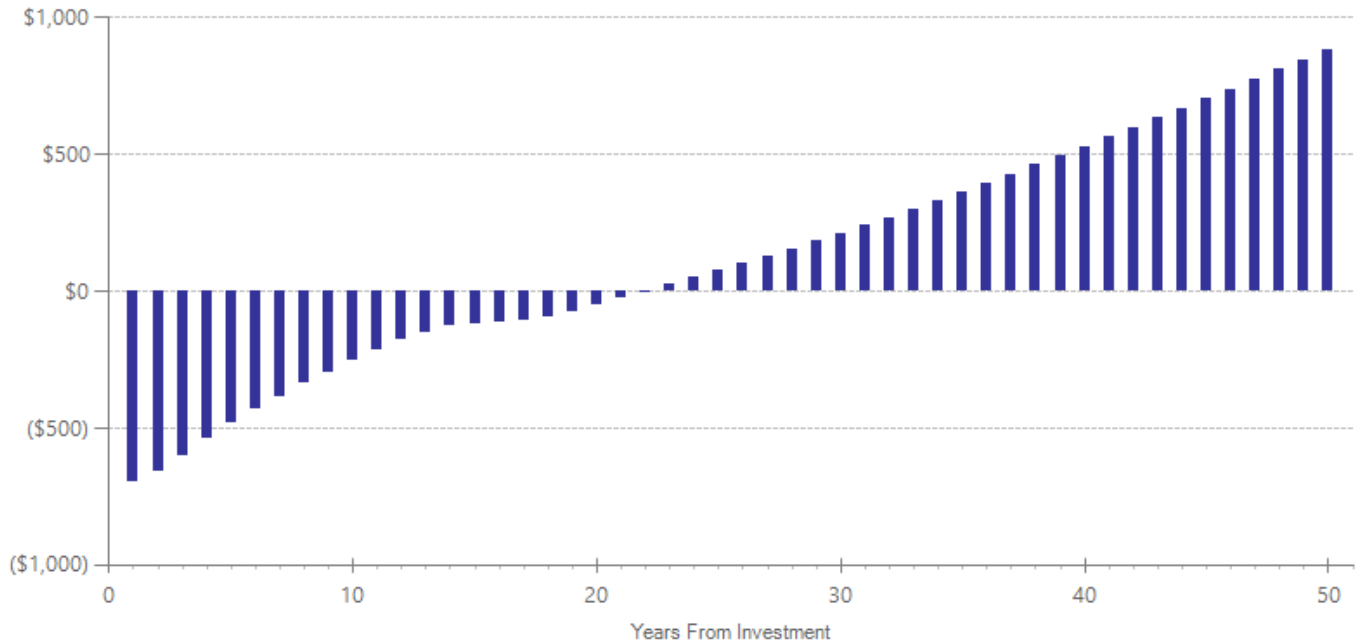
The graph above illustrates the estimated cumulative net benefits per-participant for the first fifty years beyond the initial investment in the program. We present these cash flows in non-discounted dollars to simplify the "break-even" point from a budgeting perspective. If the dollars are negative (bars below $0 line), the cumulative benefits do not outweigh the cost of the program up to that point in time. The program breaks even when the dollars reach $0. At this point, the total benefits to participants, taxpayers, and others, are equal to the cost of the program. If the dollars are above $0, the benefits of the program exceed the initial investment.

Meta-Analysis of Program Effects

Outcomes measured	Treatment age	Primary or secondary participant	No. of effect sizes	Treatment N	Adjusted effect sizes and standard errors used in the benefit-cost analysis						Unadjusted effect size (random effects model)	
					First time ES is estimated			Second time ES is estimated				
					ES	SE	Age	ES	SE	Age	ES	p-value
Attention-deficit/hyperactivity disorder symptoms	4	Primary	1	63	-0.176	0.268	4	0.000	0.141	5	-0.771	0.005
Disruptive behavior disorder symptoms	4	Primary	1	63	-0.068	0.268	4	-0.037	0.161	7	-0.298	0.269
Major depressive disorder^^	34	Secondary	1	9	-0.762	0.475	34	n/a	n/a	n/a	-0.762	0.109
Parental stress^	34	Secondary	1	63	-0.153	0.268	34	n/a	n/a	n/a	-0.669	0.014

^WSIPP's benefit-cost model does not monetize this outcome.
^^WSIPP does not include this outcome when conducting benefit-cost analysis for this program.

Meta-analysis is a statistical method to combine the results from separate studies on a program, policy, or topic in order to estimate its effect on an outcome. WSIPP systematically evaluates all credible evaluations we can locate on each topic. The outcomes measured are the types of program impacts that were measured in the research literature (for example, crime or educational attainment). Treatment N represents the total number of individuals or units in the treatment group across the included studies.

An effect size (ES) is a standard metric that summarizes the degree to which a program or policy affects a measured outcome. If the effect size is positive, the outcome increases. If the effect size is negative, the outcome decreases.

Adjusted effect sizes are used to calculate the benefits from our benefit cost model. WSIPP may adjust effect sizes based on methodological characteristics of the study. For example, we may adjust effect sizes when a study has a weak research design or when the program developer is involved in the research. The magnitude of these adjustments varies depending on the topic area.

WSIPP may also adjust the second ES measurement. Research shows the magnitude of some effect sizes decrease over time. For those effect sizes, we estimate outcome-based adjustments which we apply between the first time ES is estimated and the second time ES is estimated. We also report the unadjusted effect size to show the effect sizes before any adjustments have been made. More details about these adjustments can be found in our Technical Documentation.

Citations Used in the Meta-Analysis

Abikoff, H.B., Thompson, M., Laver-Bradbury, C., Long, N., Forehand, R.L., Miller, B.L., . . . Sonuga-Barke, E. (2014). Parent training for preschool ADHD: a randomized controlled trial of specialized and generic programs. *Journal of Child Psychology and Psychiatry, 56*(6), 618-631.

Wells, K.C, & Egan, J. (1988). Social learning and systems family therapy for childhood oppositional disorder: Comparative treatment outcome. *Comprehensive Psychiatry, 29*(2), 138-146.

Washington State Institute for Public Policy

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